is a social function which has never been a complete success and given universal satisfaction. It has been a field of controversy and recrimination between the amateur (the parents) and the professional, ever since the gross and painful failure of Adam and Eve (themselves devoid of education) to educate their boys, drove mankind in despair to devise the pedagogue. The experiments in education expounded in this book are nearly all, however, small beginnings. They are evidently still in the "laboratory" stage, and incapable of application on a national scale. Their scope may be indicated by an enumeration—handicraft, Boy Scouts, regional study, stress on "science," abolition of examinations, physiological education and independent study in elementary schools, the Caldecott Community (very entertaining) new methods of classifying infants (improved Montessori) and of handwriting, the plans for the University of Benares, and the Open-Air school (apparently a "Hun" importation which is neither Peripatetic nor Academic). All this is prefaced with some sensible papers on religious education, interspersed with appreciative allusions to Madame Montessori, Monsieur Dalcroze, and the Little Commonwealth, and garnished with benedictions by Heads of Oxford colleges, the Master of University (Vice-Chairman), the Dean of Christ Church, the Provost of Oriel, and the Master of Balliol.

In spite of this varied *repertoire*, however, there are notable *lacunæ*, and some very burning questions are cautiously shirked. For instance, the sex problem (to which the allusion is so slight as to be nugatory) and the conflict between "work" and "games." Also Dr. Macan's complacent belief that by some recent changes of regulations Oxford has done all that is needed to protect research against its dominant rival, examination (p. 130), will hardly bear examination. Even the discussion of the place of science in general education, what should be meant by "science," and how it should (if possible) be taught and with what end, was hardly adequate, though Sir Henry Miers's paper was a good one. Lastly, in this REVIEW it may be proper to express some slight surprise that the ever-vigilant authorities of the Eugenics Education Society did not succeed in seizing the opportunity of infusing some of the strong wine of eugenics into the milk-and-water of eurhythmics!

It is evident that to complete our survey of educational possibilities we need also a reasoned and comprehensive re-statement of the *old* ideals. To obtain this should not be impossible, for everywhere the convulsions of the times are overpowering the inertia of the *beati possidentes* attitude. When we have obtained full statements of all sides of the problem, we shall need impartial philosophers to correlate them in a broad, synthetic and sympathetic spirit. For there is real danger of unthinking acquiescence in catchwords, old and new, and hasty action. Revolutions in educational policy are the more dangerous because their fruits take so long to mature. A generation (at least) is required to discover when they have failed.

F. C. S. SCHILLER.

Bryant, V. SEYMOUR, M.A. *The Public School System.* Published for the Committee on the Neglect of Science by Longman, Green and Co.; 1917; price 1s. 6d. net; pp. 75.

THIS is a vigorous controversial pamphlet, attacking classical headmasters and classical curricula. Much of the criticism is sound, but there is nothing new to be learned from Mr. Bryant's onslaught. His design, as disclosed in the last chapter, is to induce "our industrial princes to found an educational establishment" similar to the Naval Colleges of Osborne and Dartmouth. This projected public school is to exhibit all the fine qualities of classical public schools; and is to be far better staffed and equipped, because it will be planned for 1,000 boys (500 of these being in five separate preparatory departments). The devices of common kitchens and dining halls, common gymnasium and

chapel, will so reduce expenses as to enable the industrial princes who will control the scheme to reduce very greatly the size of classes, as well as provide larger salaries to "attract really competent men."

I confess that on reading this sketch I was reminded of structures I had seen in the United States—educational utopias designed to secure all the advantages of European culture, combined with the smart and efficient administration of a live Yankee. I should like to see an industrial prince undertake the job, for the experiment would be most instructive to all concerned.

But it is plain, from Mr. Bryant's own pages, that very few parents would send their sons to be trained under his system; and, as industrial princes are uncommonly shrewd in money matters, it is unlikely that they will respond as the author desires. J. J. F.

Whetham, W. C. D., F.R.S. *The War and the Nation. A Study in Constructive Politics.* Murray; 1917; pp. 312; price 6s.

MR. WHETHAM discusses many problems connected with reconstruction in this volume, and all who read it will be both benefited and interested. He deals largely with questions connected with the land, where his personal knowledge is of value. The organisation of industry, commerce, coal production and railways are considered, and there is a chapter on "Finance and Taxation." Mr. Whetham frequently attacks the policy of *laissez-faire*, and invokes the aid of the State to a considerable extent in his proposed reforms; and here he is no doubt moving in accordance with the spirit of the times, though that movement is one which, even in the carefully safeguarded form here suggested, gives to some of us but cold comfort. Moreover, I wish I could fully share in the hopeful attitude of the author, where it is hopeful, in regard to the ultimate effects of the war on the morals and the industry of the nation. These topics are, however, in large measure outside the scope of eugenics; and what is of more interest to us to note is that this is almost certainly the only work on reconstruction in which the whole scheme is to a considerable extent based on the racial needs of the nation. The "war has made the question of race of immediate and pressing importance" (p. 14), and this need is nowhere forgotten in this book.

The aim of the author is the aim of every sound eugenist, namely, to see to it "that the sound and healthy family, the natural household group, has its stability assured, its interest protected and its growth encouraged" (p. 36). His interest in land problems is assuredly greatly stimulated by the knowledge that a high rate of reproduction in a generally sound stock is promoted by keeping men on the land. As regards industrial reform, he shows that the fall in the birth-rate has affected "the relative number of those fitted to carry on the professional and higher commercial work of the nation," and that he holds that this movement "has now gone so far that it will probably constitute the chief obstacle to any great future progress" (p. 119). When will our politicians learn the lesson Mr. Whetham would teach them, namely, that "it is the inborn qualities of the race which are the chief factors in determining human destiny"? (p. 200). Most of our rulers would proclaim loudly that "a good and continually rising standard of life must be assured in order to retain in the country the men of the best education and training," whilst but few would think of adding that these should also be "of the best hereditary aptitudes to hand on to future generations" (p. 160).

The first chapter, which deals directly and almost exclusively with eugenic problems, is entitled "The War and the Race," and here the dysgenic effects of this terrible struggle are clearly and temperately indicated. It is useless in the space here available to attempt to epitomise this closely packed chapter, which should be read by eugenists in its entirety. The practical and theoretical difficulties of estimating the